

**THE CORRELATION BETWEEN STUDENTS' READING  
INTEREST AND THEIR SPEED READING**

**THESIS**



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FACULTY OF TEACHER TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION  
2019 M / 1440**

**THE CORRELATION BETWEEN STUDENTS' READING  
INTEREST AND THEIR SPEED READING**

**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
In partial fulfillment of the requirement  
For the degree of Sarjana in English Language Education



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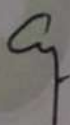
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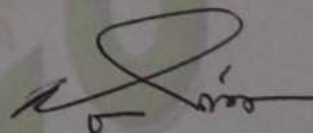
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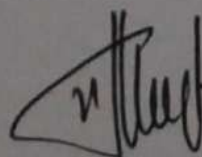


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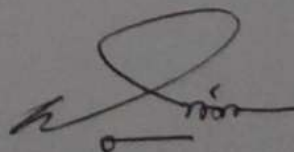
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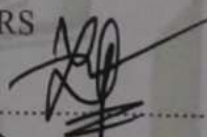
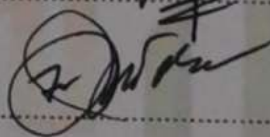
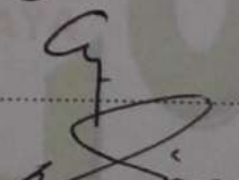
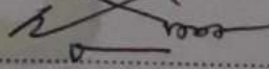
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*Assalamu'alaikum Wr. Wb.*

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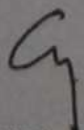
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Can be examined in partial fulfillment of the requirements of degree  
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Thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

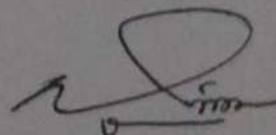
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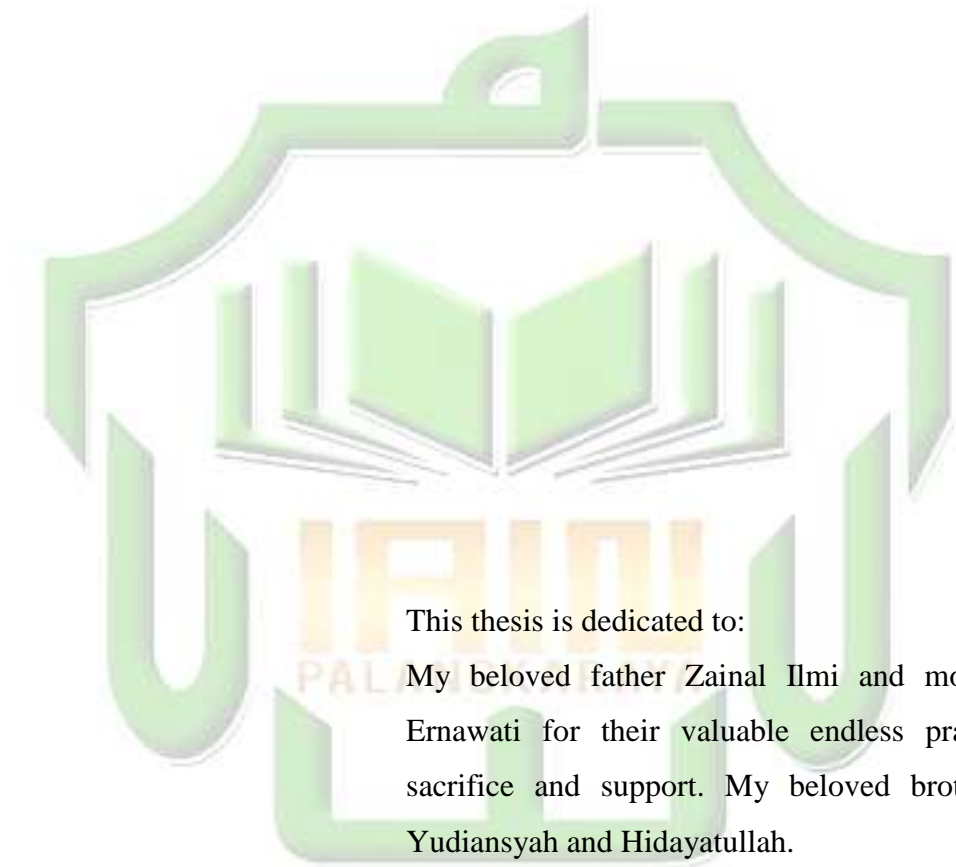


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## **MOTTO AND DEDICATION**

“Success needs a process. Eat failure, and you will know the taste of success”



This thesis is dedicated to:

My beloved father Zainal Ilmi and mother Ernawati for their valuable endless prayer, sacrifice and support. My beloved brothers Yudiansyah and Hidayatullah.

## DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Yours Faithfully



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## ABSTRACT

Mahliansyah. 2019. *The Correlation Between Students' Reading Interest and their Speed Reading*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Sabarun, M. Pd., (II) Akhmad Ali Mirza, M. Pd.

Key Word: *Correlation, Reading Interest, Speed Reading*.

The purpose of this study was to find out the correlation between students' reading interest and speed reading. The study was carried out on third semester of English Education Study Program at IAIN Palangka Raya.

The design of the study was correlational design in quantitative approach. The population of this research was third semester students of English Education Program at IAIN Palangka Raya In which consists of 32 students choosen by using purposive sampling. In order to collect the data, the researcher used test and Questionnaire. The data was analyzed with Pearson Product Moment Correlation.

The Result showed that  $F_{\text{observed}}$  was smaller than  $F_{\text{table}}$  ( $0,096 < 0,3496$ ) it means that there was a negative correlation between reading interest and speed reading of third semester students of English Education Program at IAIN Palangka Raya. The alternative hypothesis ( $H_a$ ) was rejected and the null hypothesis ( $H_o$ ) was accepted. It means that speed reading does not affect to students's reading interest.



## ABSTRAK

Mahliansyah. 2019. *Korelasi antara Ketertarikan Membaca siswa terhadap kecepatan membaca*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Sabarun, M. Pd., (II) Akhmad Ali Mirza, M. Pd.

**Kata Kunci :** Korelasi, Ketertarikan membaca, Kecepatan Membaca.

Tujuan dari penelitian ini adalah untuk menemukan korelasi antara ketertarikan membaca siswa terhadap kecepatan membaca. Penelitian ini dilakukan pada mahasiswa/i semester tiga jurusan Pendidikan Bahasa Inggris di IAIN Palangka Raya.

Teknik Penelitian ini adalah korelasi dengan pendekatan kuantitatif. Populasi penelitian ini adalah mahasiswa/i semester tiga jurusan Pendidikan Bahasa Inggris di IAIN Palangka Raya yang terdiri dari 32 Mahasiswa/i yang dipilih menggunakan *purposive sampling*. Untuk mengumpulkan data, peneliti menggunakan tes dan angket. Data dianalisis menggunakan korelasi *Pearson Product Moment*.

Hasil penelitian menunjukkan bahwa  $F_{\text{observed}}$  lebih kecil daripada  $F_{\text{table}}$  ( $0,096 < 0,3496$ ) yang artinya tidak ada korelasi antara ketertarikan membaca terhadap kecepatan membaca pada mahasiswa semester tiga jurusan Pendidikan Bahasa Inggris di IAIN Palangka Raya. Hipotesis alternatif ( $H_a$ ) ditolak dan hipotesis nol ( $H_o$ ) diterima. Ketertarikan membaca tidak memberikan pengaruh terhadap kecepatan membaca siswa.

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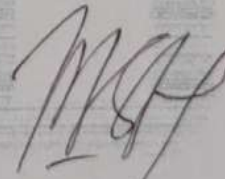
His appreciation is addressed to:

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2. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd., for her invaluable assistance both in academic and administrative matters.
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Palangka Raya, September 29th 2019

The Researcher,



Mahliansyah



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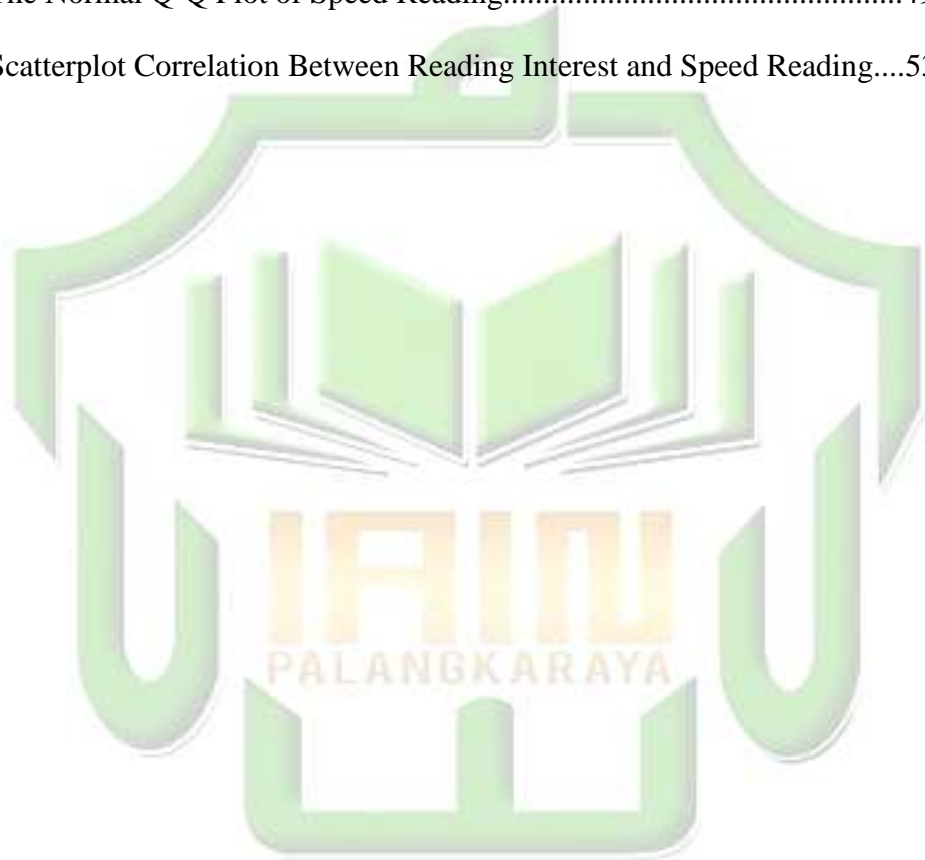


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## LIST OF ABBREVIATION

Ha	Alternative Hypoheses
Ho	Null Hyphotheses
Df	Degree of Freedom
SD	Standard Deviation
Sig	Significance
EFL	English Foreign Language
IAIN	Institut Agama Islam Negeri
SPSS	Statistical Package for the Social Science

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses about the background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of key terms.

#### **A. Background of the Study**

One of the language skills which has important roles in mastering English is reading. Reading plays an important role because reading has become a part of our daily life. Through reading, people can get information, enjoyment or even problem solution (Aliponga, 2013). Hence, the ability to read a text in many form will contribute a great deal advantage in our life such as gaining success in school, university or other educational institutions.

Nowadays, information is being presented to people around the world many forms. Now, with the existence of smartphones we can read information in every time and everywhere. So, not only in the forms of printed books, but can acquire information in a form of electronic book which is more simple to bring anywhere. As a result of advanced technology, people can read many information everywhere without bring too many books. It means that with all the information that people can easily get, people living in this era have to be able to read faster. Moreover, due to the limited time people have in the globalization era, the importance of reading speed is getting higher every day.

Therefore, people should have an ability to read faster in order to receive information given to them in this era.

Ellen (2014) said in her book that when students read slowly, they will have to spend too much time. That is why the ability of speed reading can help people to read and understand information much more quickly. Therefore, the ability of reading speed is important to help people in facing the huge improvement in the era of information nowadays.

Speed reading, according to Konstant (2010), is not reading words faster than what the reader did before. It is about being able to read at a speed appropriate for the material being read. It means that speed reading can be flexible depends on the material that being read. The reader who is familiar with the material or topic that she or he is reading supposed to read efficiently and reach a faster speed than the material or topic that the reader is not familiar. English Education Department objective is to provide professional bachelors in educational field and English teaching primary and secondary education. According to standard competence of reading course for the third semester students in English Education Department IAIN Palangka Raya academic year of 2019-2020 states that the aims of the course are to help the students to be able to comprehend reading passages consist of minimum 2000 words from various types or genres and identify various types of reading comprehension questions in international standardized tests. In addition, one the indicators of the reading course for the third semester students is to be able to read at least 300 words per minute in the middle of the semester. It means

the third semester students are supposed to read the texts with various types genres fast. In the other hand, based on the writer's experiences, the students only have limited time to read because they also have many other classes besides the reading course. That is why the students need to practice speed reading and master the techniques. The students also find some difficulties in reaching the reading course goals because sometimes they have to read or topic that they are not familiar with and not interested in.

Then, how about reading interest? To what extent does reading interest affect students in reading activities?

According to the survey, public reading interest in Indonesia is still and very concerned. The situation can be seen from some research reports. For instance, the data released by the Statistics Central Agency (BPS) in 2012 explains that a total of 91.68% of the population aged 10 years and over watching television, and only about 17.66% prefers reading from various sources such as newspapers, books or magazines (Kompas, 2016). Based on data from the United Nations Educational Scientific and Cultural Organization (UNESCO) in 2012 (Kompas, 2017), the index of reading interest in Indonesia only reaches 0,001. It means that out of every 1,000 Indonesian people, there only one person who has interest in reading. With attention to UNESCO's educational development index, Indonesia is ranked 69 of 127 countries. Even the head of the National Library, Sri Sularsi in a press statement during his in New York City in October 2013 notes that Indonesian people at this present have low interest in reading (Kompasiana, 2015). The latest statistic published

by National Library Studies in 2015 shows that the public reading interest in Indonesia is still low with 25.1% (Bisnis, 2016).

Important to realize, one of the characteristics of the campus as an academic institution is the activity of the academic communities that includes continuously exploring and honing their knowledge through learning, especially reading. Reading is a source of inspirations, a source of knowledge and makes students think critically. By reading, the college students can obtain knowledge quickly and easily. Thus, reading should be the main activity of the academic communities, especially college students since they are still studying. Additionally, *Harian Kompas* (June, 2016) reported that college students' reading interest in Indonesia is very low. It is shown by the number of unemployment undergraduate (S1) which is quite high. Setiawan (2008) as cited in Hardianto (2011) asserts that the possibility of unemployment is due to the students are lazy to read when they were at college. Bureau Agency of Statistics (BPS) reveals that a bachelor unemployment rate increases from 5.34% in February 2015 to 6.22% in February 2016. Moreover, the survey also exposes that the college students read text books due to the tasks. A total of 9% prefers to read scientific journals, 23.7 % prefers fiction books, 22.5% prefers text books, and 39% has chosen reading the instant articles on the internet as a reference of task materials (Heigrid, 2015).

Based on those reasons, this research is conducted to find out whether there is correlation between students' interest in reading and their reading of English students in third semester at faculty of Tarbiyah and Teachers'



Training IAIN Palangka Raya. Therefore, the writer interested in writing a thesis under the title; The Correlation Between Students' Reading Interest And Their Speed Reading.

The reasons for choosing the topic are as follows; first, it is assumed there is no correlation based on Ika Rosika, entitled The Correlation between Students' Interest in Reading and Their Reading Speed at the Second Semester. Second, based on the preliminary observation I found that there were many students who had low reading interest. Third, most people in the world only read with an average speed of 250 - 300 wpm for adult. For success in college student should be able to read 350 to 450 words per minute if student want to have any extra time.

#### **B. Research Problems**

Based on the background, some problems that can be identified are:

1. Is there any significant correlation between students' reading interest and reading speed?

#### **C. Objectives of the Study**

Based on the research problem, some objectives that can be identified are:

1. To find out whether or not correlation between students' reading interest and reading speed.

#### **D. Hypothesis**

The writer states the hypothesis as follow:

1. H<sub>0</sub>. There is no significant correlation between students' reading interest and their speed reading.
2. H<sub>a</sub>. There is correlation between students' reading interest and their speed reading.

#### **E. Assumption**

The researcher assumes that there is correlation between reading interest and speed reading. Based on that assumption the researcher wants to prove that there is a correlation between reading interest and speed reading. That is why the writer wants to conduct this study.

#### **F. Scope and Limitation**

The limitation of this study is the students of third semester academic year 2019/2020 in English Education Department of Tarbiya and Teacher Training Faculty, IAIN Palangka Raya. The total population is 107 students. The scope is to obtain the empirical data.

#### **G. Significances of the Study**

The significance of this study is one of considerable reference to address correlation between students' interest in reading and their speed reading score. Theoretically, research aims to provide empirical data to students. Hopefully, if the students have reading interest they will have a motivation to increase their reading speed. Practically, it will help students to gain more information and knowledge without will be tiring so many times.

## H. Definition of the Key Terms

According to Shona McCombes (2019:27) stated correlational research design measures a relationship between two variables without the researcher controlling either of them. It aims to find out whether there is either ; Positive Correlation, Negative Coreelation, or Zero Correlation.

The writer wants to clarify and explain the terms of the title to avoid the ambiguity in perception of some terms used in this study. The definition is as follows:

### 1. Speed Reading.

Speed reading is seeing, decoding, silent reading, comprehending the words and concentrating. When people read with right speed, their comprehension usually reduce, therefore when qpeople speed their reading they have to know when to slow down and speed up reading. It means that reading speed is also the ability of the reader to manage their skill in reading, because they have to know when to fast and slow down their reading.

### 2. Reading interest

Interest is one of psychology factor owned by each people. Interest contained in each individual is different for an object or and it can determine what activities will be selected. Interest arise an individual feel that theylike a thing or an activity and she or he are eagerly to do it. Slameto stated that Interest is a feeling that tends to something than others and attracted on it voluntarily. Someone who is

interested in an object will tend to give more attention or feel much pleasure on it. There is no one who can force other people to be interested in something because interest appears as impulsion that comes from someone's self.

Hodgson in Tarigan stated that reading is a process which is used by reader in order to obtain the message that the writer wants to deliver by the medium of words or written language. Reading is not only to make sound of the printed letters and words but the important is to know what the message contained on it. It is also the communication process between the writer and reader through printed text. The writer expresses his ideas and information on paper with language then the reader attempts to retrieve meaning from the printed page.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses some related theories to support the study. The theories used for underlying requirement to solve the problems. This study presents some theories about authentic materials by others sources.

#### **A. Related Studies**

There are some previous studies which discuss about speed reading.

First, Ika Rosika conducted a study entitled "The Correlation between Students' Interest in Reading and Their Reading Speed at the Second Semester Academic Year 2008". The result of this study is that there is no correlation between students reading interest and their reading speed. The similarity of this study is that the study tried to find out whether students who have high interest in reading also have a good reading speed. The difference of this study is that the study just used questionnaire to collecting data. The relevance of this study is that the study be the latest from the previous study.

Second, Nuryana found that "there is positive correlation between students' interest in reading and their reading comprehension ability in learning English at SMPN 3 Ukui". It means that between students interest in learning and their reading comprehension have positive correlation. The difference of this study is that the study conducted at Junior High School.



Third, Another research conducted by Muniarsih, entitled The Correlation between students' motivation in Reading and Their Reading Speed. This study focused on finding out the significance of the correlation between motivation in reading and speed reading. The population of this study were the second semester students of English Education Department UIN Syarif Hidayatullah Jakarta and the sample was taken by random sampling technique. The instruments of this study were questionnaire and test. The questionnaire was used to take data about students reading motivation. It asked closed-ended questions which used Likert Scale. Then, students were tested by speed reading test to know the speed reading score. The data was analyzed by Pearson Product Moment. The result shows that there is correlation between students' motivation in reading and their reading speed.

Third, Humaira conducted a study entitled the correlation between students' reading speed and their reading comprehension. This research aimed to find out if there is a significant correlation between the reading speed of the XII grade students at SMA Negeri 3 Banda Aceh with their reading comprehension. The result means that there is a significant correlation between students' reading speed and their reading comprehension. The difference of this study is that the study used reading speed and reading comprehension as variables.

Fifth, Dima Hijazi in his research The Relationship Between Students' Reading Comprehension. This study aimed at investigating the relationship between students' reading comprehension and their achievement in English at

Yarmouk University. The researcher recommended conducting further research investigate the link between students' reading comprehension and their achievement in English since research in this area is rare. The difference of this study is that the study used achievement as variable.

Sixth, Reading Rate and Reading Comprehension by Hojat Jodai. This study tries to investigate the relationship between reading rate or speed and reading comprehension. The result is many studies have shown that increasing the reading rate will improve reading comprehension. The difference of this study is that the study just focused on investigate.

Seventh, The Relations and Comparisons Between Reading Comprehension and Reading Rate of Japanese High School EFL Learners conducted by Ken Fujita. The current study investigated the relation and comparison of reading comprehension and reading rate in Japanese high school EFL learners. The results indicated that two in-between groups might exist before reaching full development of reading ability. It is suggested that reading rate can be improved independently from reading comprehension, but the two variables can compete in some students. Accordingly, students should be instructed how to read both accurately and quickly. The difference of this study is that the study conducted at Senior High School.

## **B. Reading**

### **1. Nature of Reading**

Reading is one of important aspect for students. Students need to master reading ability in order to success in their study. Every aspect in students learning activity involved reading. When they try to understand something new they need to read about it to understand it better. When they try to get an information not just in their learning activities but also in their daily life they need to read. Students need to practice their reading ability more and more, so that their reading ability will improve. They may find reading is a boring activity and they also may find some difficulties when reading especially in reading English text. Based on Djaber (2015) reading is a very important to the learner of English .Reading is an extremely complex process that no one can explain it satisfactorily.

### **2. Definition of Reading**

Reading is an activity in which someone attempts to get an information or to understand and comprehend a written text. Someone develops their reading skill by use books, stories, newspaper or articles. Mukhroji (p. 57) states that reading is a means of communicating information between the writer and the reader. Based on Goodman (2008) reading means understanding the text or understanding what has been read. If readers can read the words but do not understand what they are reading, they are not really reading.

Reading is the process to get and understand, and also reading is a process to understand a written text which means extracting the required information from it

as efficiently as possible. Reading is what the reader does to get the meaning he needs from textual sources. The meaning of reading as the process of acquiring authors meaning and of interpreting, evaluating, and effecting upon those Mulianti (2017) also states that reading means a complex process of thinking in assigning meaning from printed materials which involves most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text.

The researcher conclude that reading is a process to get information, to understand and comprehend a written text and reading also a complex process of thinking.

### **3. The Importance of Reading**

Reading tend to help people to understand variety of text like book, newspaper, magazine, brochures and so on. Someone's ability to reading will affect the result of the reading activity. Whether the reader get the idea or not. According to Djiwandono (2008, p. 62) reading is an important activity and becomes more important in this modern world, where he development in every life aspect occurs very quickly. As a part of language skill, reading play an important role for the success of language learning. In reading activity, we are not only reading the text, but also trying to understand what we are reading.

Sabarun (2012, p. 37) also states that reading is one of the four language ability, which should be enhance in teaching English. Reading, as well as other skill, is one of important ability that students must be mastered. Teaching reading

important to preparing students with the basic reading skill with the aim to students' information and knowledge from any reading text.

Further, reading as a facility for getting and developing intellectual, spiritual, emotional, and self-confidence of individual. It means, reading will open many chances to absorb as much knowledge that is useful in life. Simultaneously, reading also will develop ability to think creatively, critically, analytically and imaginatively (Alhamdu, 2015, p. 1). Not just reading provide information and knowledge but also pleasure and enjoyment.

As mentioned above, reading is very important for individual improvement or even society to get success in life, because one success requirements are concerning to information and related to knowledge. So, when an individual has much information it referred that the individual has wider knowledge.

### **C. Speed Reading**

#### **1. The Definition of Speed Reading**

Speed reading is seeing, decoding, silent reading, comprehending the words and concentrating. When people read with right speed, their comprehension usually reduce, therefore when people speed their reading they have to know when to slow down and speed up reading (Richard, 2009, p.10-13). It means that reading speed is also the ability of the reader to manage their skill in reading, because they have to know when to fast and slow down their reading.

Speed reading is not reading words faster than what you did before. It is being able to read at a speed appropriate for the material you are reading

(Konstant, 2010, p.21). It means that speed reading can be flexible depends on material that you are reading.

Speed reading does not allow the reader to adequately understand the reading materials. A distinction should be made between speed-reading, which assumes that normal comprehension is maintained, and scanning and skimming which accept a considerable decline of comprehension.

In the other hand, speed reading is reading faster without loss of comprehension, skimming and studying effectively, and of course reading critically (Rayner, 2016). Based on that statement, there are some techniques that must be practiced while trying to rapid reading text.

Based on the explanation above the writer concludes that speed reading is a method of reading rapidly at a significant speed by assimilating several words or phrases at a glance by using reading techniques.

## **2. Speed Reading Problems**

Ahuja and Ahuja (2006, p. 36) stated that there are 9 common problems that can slow down our reading speed. There are faulty visual perception, word by word reading, regression, finger pointing and head swinging, vocalisation, sub-vocalisation, lack of stamina, lack of motivation and reading interests and other miscellaneous problems.

### **a. Faulty visual perception**

Some readers, even though their vision may be perfect, have visual problem which causes faulty recognition of words (Ahuja & Ahuja, 2006, p.33).



Sometimes people make mistakes when reading a word. For example when read a word “ladder” sometimes we make mistakes and read the word “ladder” become “letter”. To overcome this problem reader can practice drill in rapid word recognition.

b. Word by word reading

One who reads word by word is positively slow reader. Neither is he able to show reading speed nor comprehension for the read matter (Ahuja & Ahuja, 2006, p. 34). People who read word by word will not read fast because they cannot read in longer meaningful unit. Reading groups of words that fall together in speech as units helps develop speed.

c. Regression

Regression is a conscious returning to words, phrases, or paragraphs the readers feels have been missed or misunderstood. To overcome regression, reading practice on very easy material will help a lot in reducing regression.

d. Finger pointing and head swinging

Finger cannot move as fast as the eye can see and head swinging is fatiguing activity (Ahuja & Ahuja, 2006, p. 36). Finger pointing will slow speed reading because the eye should have move to next word but it may be blocked by finger because finger is not fast enough to move to the next word. Head swinging can be very fatiguing because it takes extra energy to move our head. Getting conscious about this problems and practicing reading without using finger pointing and head swinging will be of help to the reader.

e. Vocalisation

Vocalisation is reading with a voice and vocalisation reduces speed of reader. Vocalisation is not only reading with voice, even murmuring while reading silently can be called vocalisation. Silent reading is the best way to overcome this problem. If the reader keep using his/her vocal. He/her can put his/her finger alongside the larynx (vocal cords in the throat). If the finger vibrate, it means the reader still use vocal and he/her must aware and stop.

f. Sub-vocalisation

Sub-vocalization is the tendency of reader to “mouth” when reading. In this type, there is nobody movement (lips, tongue, and vocal cords do not move at all), but some form of inner speech talk. It appears that the reader is saying each word to himself as he is pronouncing each word and listening to himself. Being aware of the fact that we still subvocalising and try to stop sub-vocalising by sheer will power can help overcome this problem.

g. Lack of stamina

Most people get tired after reading several hours (Ahuja & Ahuja, 2006, p. 39). Most people will feel their head spin, concentration disappear and they feel very tired physically. Those will greatly slow your speed and comprehension because reading is very tiring activity even though it is only sitting still, looking and thinking. The only way to build up stamina to read is by reading. Those who do not read can never build up any stamina.

h. Lack of motivation and reading interest

An interested reader is a motivated reader and a motivated reader is a voracious reader for whom „reading“ forms a major part of his daily diet. So if people do not interested in reading, they will feel lazy to read and even if they are reading they will not have good speed and comprehension. Selecting what we want to read can build up interest.

i. Other miscellaneous problem

Other miscellaneous problem is word blocking, word analysis, monotonous plodding, back tracking, re-reading, readability, mode and purpose, and lack of concentration (Ahuja & Ahuja, 2006, p. 43).

### **3. Factors Affecting Reading Speed**

There are five factors that affect reading speed (Konstant, 2010). They are as follow:

1) Clarity of purpose

Knowing why we are reading something is very important. Is it for getting information or for pleasure? Because the clearer your purpose, the faster you will be able to read.

2) Mood

Reading faster require excellent mood. We will not be able to read faster if we are tired, restless, and impatient. That is why if we want to read faster we need to increase our mood by being alert, fresh, happy and relaxed.

3) Familiarity with the subject-related terminology

This is about vocabulary. If we already familiar with the subject we are going to read we will have framework of it. So we do not have to stop to think what is the meaning of the words, because if we already familiar with the subject we might have known the word.

#### 4) Difficulty of the text

There are some texts which are easy to read and some others are difficult to read. Easy text will make us read faster and difficult text will slow down our reading speed. So the difficulty of the text affect speed reading.

#### 5) Urgency and stress level

Stress level is also affecting reading speed. Because when we are stress we will have no concentration and if we have no concentration it will slow down our reading speed

### **4. Techniques for improving speed reading**

Although there are some problems that can impede speed reading, readers can increase their speed reading by using ten important techniques that Schutz and Weverkagive (2009, p. 231-234). The techniques are as follow:

#### a. Make commitment

The first important rule in increasing speed reading is intention to be a speed reader and commitment to read faster. The reader must work hard to avoid some reading problems and habits that probably make him or her slow their reading.

#### b. Focus

To be a speed reader, focus while reading is very required. A speed reader has to be aware of the reading goals so that he or she can determine when to speed up or down their reading speed. Improving focus actually is not easy but avoiding any distractions can help a reader to be more focus.

c. Avoid Vocalization

Vocalizing is considered as a habit that a reader should break if he or she intends to be a speed reader. The average person speaks at 150 to 200 words per minute while speed readers read above 400 or more words per minute (Schutz & Waverka, 2009, p. 24) . Therefore, it obviously shows that vocalizing can slow down the speed reading.

d. Resist the regression

Regression refers to the reader's habit of going back to previous words or paragraphs to make sure that she or he have understood and remembered the words accurately (Konstant, 2010, p. 102). However, instead of understanding and remembering the words, it may slow down the reading speed. To prevent the regression, a reader has to push her or himself to keep reading along because rereading is not as necessary as we thought.

e. Widen the vision span

One of bad habits in reading that slow the reading process is reading the text word per word. It makes reader's eyes move in small hops from left to right. This causes many pauses before the eyes moving on from one word to the other words and obviously takes longer time to finish text. The good reader or speed reader

takes three, four or five words per fixation (Martiani, 2015). Therefore, to be a speed reader, you should widen the vision span to take more words at a time.

f. Pre-reading

A reader can increase their reading speed by pre-reading the passage. Pre-reading helps a reader sets his or her reading goals and points the reader to the areas of interest.

g. Vary the reading rate

Being a speed reader does not mean that someone has to always read at lightning speed. Sometimes, a speed reader should slow down the speed when he or she find a hard-understand text. The reader is allowed to slow down a bit but still avoid the regression. However, when finding a passage or paragraph that doesn't requires as much attention, the reader should go full speed ahead. Therefore, a speed reader is a reader that understands when to speed up and when to slow down.

Getting the main ideas can help a reader to easily get the main point of the whole text. Readers can use the skimming technique when they are seeking the main idea of the text. Konstant (2010, p.33-35) said that there are three types of skimming depends on the purpose; Skimming to overview (outline), to preview, to review.

i. Use the eye sweep



At the time a reader comes to the end of one line and need to go to the next line, quickly sweep the eyes to the next line. This practice increases reader's reading speed and reinforces the sense of urgency you need when speed reading.

j. Eyes checking

The eyes are the important organ that supports a reader to read. Readers have to make sure that their eyes are in a good condition and fully prepared to help them in speed reading.

### 5. Speed Reading Test

There are two procedures that must be passed in measuring reading speed (Sutz and Waverka, 2009). The first is measuring the reading speed and the second is measuring the reading comprehension, and both of the score must be integrated to get an Effective Reading Rate (EER).

1) Testing speed reading

This test used to measure how many words that reader reads per minute. The formula is:

**wpm = (number of pages read x number of words per average page) divided by the number of minutes spent reading.**

2) Testing reading comprehension

Testing reading comprehension used to measure score that the reader get after reading the text and answering some questions related to the text. The formula is:

$$\frac{\text{right answer}}{\text{maximum score}} \times 100\% = \text{Reading Comprehension score (percentage)}$$

### 3) Reading rate

Different people may have different reading rate. It can be seen by their reading speed test. An effective and efficient reading rate for foreign language learner could be classified as follows:

**Table 2.1 Reading rate table**

	Reader	Speed wpm	Comprehension
1	Poor	10 – 200	30 – 50%
2	Average	200 – 250	50 – 70%
3	Fast	250 – 800	70 – 80%
4	Top 1 in 100	800 – 1000	80+%
5	Top 1 in 1000	1000+	80+%

The formula of calculating the reading rate.

$$\text{WPM} \times \text{Comprehension} = \text{effective Reading Rate (EER)}$$

## D. Reading Interest

### 1. Concept of Interest

Interest is one of psychology factor owned by each people. Interest contained in each individual is different for an object or activity and it can determine what activities will be selected. Interest arise when an individual feel that theylike a or an activity and she or he are eagerly to do it. Slameto (2010, p. 180) stated that Interest is a feeling that tends to like something than others and attracted on it voluntarily. Someone who is interested in an object will tend to give more

or feel much pleasure on it. There is no one who can force other people to be interested in something because interest appears as impulsion that comes from someone's self.

Slot (2019) stated that interest is a psychological state that occurs during interactions between persons and their objects of interest, and it is characterized by raising attention, concentration, and affect. A person who is interested to an object will try to deeper related with the object. The interested person usually shows his or her attempt by rising attention, concentration and affect.

Interest come up then lead individual to create a new related activity or it arise as the result of participation, experience or practice. For example, someone who is interested in reading will love to read. That reading activity appears because of his or her interest. Moreover, interest appears after someone did an activity. For instance, a student watches an Indian movie. After watching the movie, the student is interested in Indian because of his or her experience in watch the Indian movie. The Indian movie interest is a stimulus of an activity is also mentioned by Shaleh (2004, p. 261). He further interpreted that interest direct an activity to a goal and it is a booster of that activity. An individual who is interested in a person, activity or situation of the interest tend to try to approach, identify, possess, and connected to the object. Those efforts will be done voluntarily and accompanied by feeling of pleasure.

From the definitions of interest above, it can be concluded that interest is a psychological state that is aroused from the feeling of liking an object in preference to others and it leads to the later activity.

## **2. Concept of Reading**

Reading is one of the four language skills; listening, speaking, reading, writing. It is an important element that cannot be separated from each other in language learning process. As a result, it becomes important for language learners to learn and to master on it.

Hodgson in Tarigan (2008, p. 7) stated that reading is a process which is used by reader in order to obtain the message that the writer wants to deliver by the medium of words or written language. Reading is not only to make sound of the printed letters and words but the important is to know what the message contained on it. It is also the communication process between the writer and reader through printed text. The writer expresses his ideas and information on paper with language then the reader attempts to retrieve meaning from the printed page.

Reading is an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language. It means that the important of reading is when reader reads the text, and then he or she understands what the writer wants to share with the reader. The reader reads the written text using their eyes then brings it to the brain then interprets and comprehends it with their background knowledge as information.

Reading may be defined as understood a complex combination of processes (Grabe, 2009, p. 14). Reading is not a simple activity because it needs some processes. There are a rapid process, an efficient, a comprehending process, an interactive process, a strategic process, a flexible process, and purposeful process. It means reading has varying processes that must be done by the reader.

In summary, reading is the way to get some ideas and information from written text through some processes of thinking, comprehending and interpreting. In addition, reading is also a process which involves reader's previous knowledge and the text they read in order to comprehend what the writer wants to share and make it as a new knowledge and information.

### **3. The Nature of Reading Interest**

Reading interest is the desire and tendency to perform reading activity in order to get some ideas and information. Reading interest as a personal variable which means a characteristic in an individual, which takes time to develop, but it become stable with passage of time towards a certain topic or domain and is influenced by degree of knowledge, values and positive feelings (Renninger, 2002). The activity of reading that performed by a person who is interested in reading is a voluntary activity. They would like to read without being told before or forced by others. It is because when an individual is interested in reading, the activity will be a pleasure activity.

Moreover, the individual's reading interests are considered one of the major factors that determine what she or he reads (Al-Nafisah and Al-Shorman, 2011).

The selection could be based on genre, or the kinds of printed pages. Some would like to read fiction, romance, history, or others. Some others would like to read texts from magazine, newspaper, comic, or novel.

Reading interest as whether or not students like to read in the spare time or at home or whether they like to go to library (Khairuddin, 2013). Besides, reading interest is also defined by the number of books read in a month and times students read in a week and the favourite genres and types of English reading materials.

#### **4. Indicators of Reading Interest**

There are two indicators of interest. They are internal motivation, and emotional factors (Saleh and Wahab, 2004). The writer develops those indicators into reading interest indicators as follow:

**Table 2.2 Indicators of reading interest table**

No.	Indicators	Sub-indicators
1	Internal Motivation	Focusing attention
		Curiosity
		Time spending
		Effort
		Concluding
2	Emotional factors	Pleasure
		Enthusiasm
		Impression



### **CHAPTER III**

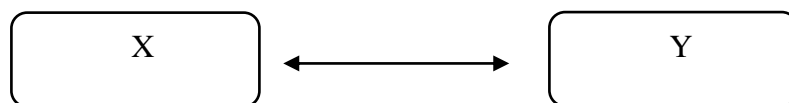
#### **RESEARCH METHOD**

The discussion in this chapter consists of research design, population and sample, research instrument, data collection procedures, and data analysis procedures.

##### **A. Research Design**

Correlational research is concerned with establishing relationships between two more variables in the same population or between the same variables in two populations (Leedy & Ormrod, 2010). Furthermore, Fraenkel and Wallen (2008: 329) mention correlation research into description research because the research is an attempt to describe the conditions that have occurred. In this study, researchers describe the current conditions in a quantitative context reflected in variables.

This study refers to the quantitative method with correlational design. It is a study which tested the relationship between two variables. Correlational design used because the researcher tried to describe and to test the relationship. Quantitative research as a research that is conducted to study certain population or sample which uses research instrument and statistical data analysis in order to test the hypothesis (Sugiyono, 2015).



**Figure 3.1. Variable of the Study**

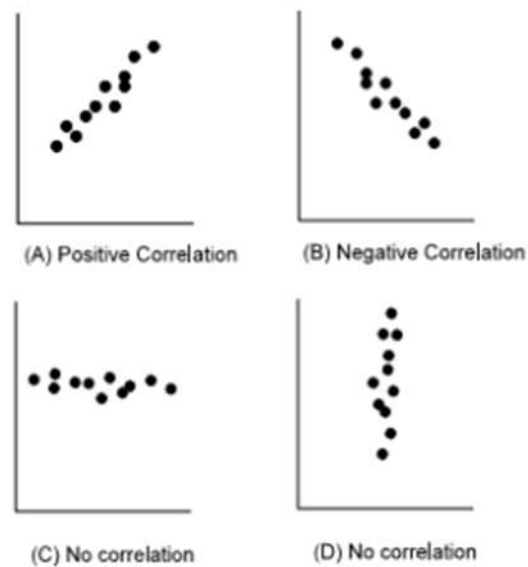
Where:

X = Students' interest

Y = Students' speed reading

The data in correlational design are analyzed using correlational statistic resulting in correlation coefficient which shows the degree of relationship (how closely they are related) between the variables involved. The correlation coefficient is represented with  $r$  and is expressed as a number between -1 and +1. When  $r$  is -1, the variables have perfect negative correlation, when  $r$  is +1, the variables have perfect positive correlation, and when the  $r$  is 0, the variables have no correlation (Latief, 2014, p. 113).

Ary et. al. (2010, p. 132) also stated that a scatterplot illustrates the direction of the relationship between the variables. A scatterplot with dots going from lower left to upper right indicates a positive correlation. One with dots going from upper left to lower right indicates a negative correlation.



**Figure 3.2 The Scatterplots**

## **B. Population and Sample**

### **1. Population**

**Table 3.1 Population of Study**

No	Class	Number
1	A	40
2	B	32
3	C	35
Total		107

According to Sugiono (2015) population is the speculation area comprising of objects or subjects that have specific qualities to be studied and then drawn

conclusions. That characteristic or quality is called a variable. He divided the population into two, namely the finite and infinite population.

The population of this study is the students of third semester academic year 2019/2020 in English Education Department of Tarbiya and Teacher Training Faculty, IAIN Palangka Raya. The total population is 107 students.

## **2. Sample**

The sample of the study is 32 students that took by using purposive sampling. Purposive Sampling technique is one of sampling techniques where using special consideration to make it suitable to become sample. So the writer choosed B class of English Education Department as sample.

## **C. Research Instrument**

### **1. Research Instrument Development**

#### **1). Reading Interest Questionnaire**

Brown in Dornyei (2003, p. 6) states that questionnaire are any written instruments that present respondents with a series of question or statement to which they are to react either by writing out their answer or selecting from among existing answers. The researcher used questionnaire to get the data that related to the students' reading interest that adopted from Fajri (2015) which consist of 20 items.

Questionnaire is a technique of collecting data that is conducted by giving a set of questions or written statement to the respondents. The respondents

supposed to answer closed-ended questions about their reading interest. The scoring of this questionnaire used Likert scale, which is one of scaling technique of rating scale. The questionnaire consists of 18 items, 12 positive items and 6 negative items. The scoring for positive items are always (five points), often (four points), sometimes (three points) , seldom (two points), never (one point). In contrast, scoring for negative items are always (one point), often (two points), sometimes (three points) , seldom (four points), never (five points).

**Table 3.2 Reading Interest Questionnaire Items**

No	Aspect	Item	Percentage
1	Reading Efficacy	4 items	20%
2	Reading Challenge	2 items	10%
3	Reading Curiosity	2 items	10%
4	Reading Involvement	3 items	15%
5	Importance of Reading	2 items	10%
8	Recognition for Reading	1 items	5%
9	Reading for Grades	4 items	20%
10	Social Reasons for Reading	2 items	10%

Based on Wigfield and Guthrie, there were three levels of reading score.

The scoring rubrics can be seen below:

**Table 3.3 Reading Questionnaire Scoring Rubrics**

Score	Interpretation
76-100	High
60-75	Moderate
40-59	Low

## 2). Reading Speed Test

The text used in this research is adopted from Asian and Pacific Speed Readings for ESL Learners by Quinn and Millett. The title of text is *James Brooke*. It consists of 550 words and the reading comprehension test consists of 10 multiple choice items.

There are two procedures that must be passed in measuring reading speed (Sutz and Waverka, 2009). The first is measuring the reading speed and the second is measuring the reading comprehension, and both of the score must be integrated to get an Effective Reading Rate (EER).

### 1) Testing Speed Reading

In this test, students asked to do the rapid reading and find out their Word per Minute (wpm) rate.

**wpm = (number of pages read x number of words per average page)  
divided by the number of minutes spent reading.**

### 2) Testing Reading Comprehension

Testing reading comprehension used to measure score that the reader get after reading the text and answering some questions related to the text.

The formula is :

$$\frac{\text{right answer}}{\text{maximum score}} \times 100\% = \text{Reading Comprehension score (precentage)}$$



Different people may have different reading rate. It can be seen by their reading speed test. An effective and efficient reading rate for foreign language learner could be classified as follows:

**Table 3.4 Reading rate table**

	Reader	Speed wpm	Comprehension
1	Poor	10 – 200	30 – 50%
2	Average	200 – 250	50 – 70%
3	Fast	250 – 800	70 – 80%
4	Top 1 in 100	800 – 1000	80+%
5	Top 1 in 1000	1000+	80+%

The Formula of calculating reading rate :

**WPM x Comprehension = effective Reading Rate (EER)**

**Table 3.5 Content Specification of Research Instruments**

No	Instrument Name	Language Skill and Component	Item of Test	Data to Obtain	Type of Instrument
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1	Reading Interest Questionnaire	Reading Interest	20 Items	Habit/characteristic	Close-ended Likert scale
2	Speed Reading Test	Speed Reading	10 Items and Text	Ability	Reading text and Multiple choice

## 2. Instrument Validity

Validity was defined as the extent to which scores on a test enable one to make meaningful appropriate interpretations (Donald Ary, p. 224). A measure was called valid if it measures what it was intended to measure (Donna M.J., p. 53). Every test of the research must as valid as the constructor can make it, whether the test was short, informal classroom test or a public examination (J.B. Heaton, p. 153). The focus of the recent research is on the instrument itself. There are three types of validity:

### 1) Content Validity

Content validity referred to the representativeness of a measurement regarding the phenomenon about which the writer wants to inform. An instrument which formed in a test to measure achievement should had content validity (Sugiono, p.174-176). The researcher in this study measured students' reading speed, the researcher used the multiple-choice reading comprehension test which the material includes some of text that can measure their reading speed on English text. Then researcher measured the test of reading interest questionnaire. The content validity of the

reading questionnaire was supported through the literature (Baker & Wigfield, 1999; McKenna, Kear & Ellsworth, 1995; Oldfather & Wigfield, 1996; Wigfield & Guthrie, 1997; Chitra, 2017).

## 2) Face Validity

Face validity is an estimate of whether a test appear to measure a certain criterion; it would not guarantee that the actually measure phenomena in that domain. The test intended to measure students' reading speed and reading interest.

## 3) Construct Validity

The main purpose of construct validity is to determine whether the interference made about the result of the assessment are meaningful and serve the purpose of the assessment. Whenever a certain attribute has to be measured, construct validity is involved, as it is the most applicable form of validity to assess measurements (Andrews, 1984; Creswell, 2005; Mahoney, 2008; Messick, 1981, 1989; Popham, 2003; Embretson & Gorin, 2001; Gay & Airasian, 2003; McMillan & Schumacher, 2006). The researcher used formulating of product moment to measure the validity of the instruments, product moment formulation as follow (Anas S, 2007, p. 219):

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

$r_{xy}$  = numeral of index correlation “r”

$N$  = total sample

$\sum XY$  = amount X score and Y score

$\sum x$  = amount X score

$\sum Y$  = amount Y score

To know the validity level of instrument, the result of the test interpreted to the criteria coefficient correlation (Riduwan, 2007, p. 110):

**Table 3.6 Criteria of Validity**

Validity	Interpretation
0.800 – 1.000	Very High Validity
0.600 – 0.799	High Validity
0.400 – 0.599	Fair Validity
0.200 – 0.399	Poor Validity
0.000 – 0.199	Very Poor Validity

### 3. Instrument Reliability

A test is seen as being reliable when it can be used by a number of different researchers under stable condition, with consistent results and the results not varying. Reliability reflect consistency and replicability over time. Furthermore, reliability is seen as the degree to which a test is free from measurement errors,

since the more measurement errors occurs the less reliable the test (Fraenkel & Wallen, 2003; McMillan & Schumacher, 2001, 2006; Moss, 1994; Neuman, 2003).

Reliability means that scores from an instrument are stable and consistent. Scores should remain nearly the same when researchers administer the instrument at different occasions. Also, scores need to be consistent. When an individual answer certain question one way, the individual should consistently answer closely related question in the same way (Bayazidi & Saeb, 2016, p. 31).

To know the reliability level of instrument, the result of the test interpreted to the criteria coefficient correlation:

**Table 3.7 Criteria of Reliability**

<b>Reliability</b>	<b>Interpretation</b>
0.800 – 1.000	Very high reliability
0.600 – 0.799	High reliability
0.400 – 0.599	Fair reliability
0.200 – 0.399	Poor reliability
0.000 – 0.199	Very poor reliability

The reliability score of test is 0.67. It shows that the reliability score of test is bigger than 0.60. It means that the test is reliable. The reliability of reading interest and reading speed test has been measured by Fajri (2015).

#### **D. Data Collection Procedure**

In order to get data, the writer gave the students reading comprehension test, a questionnaire of reading interest, and speed reading test. Reading comprehension test is used to get data of students' ability. Questionnaire is used to get data of students' reading interest. Then, students took speed reading test in order to get data of their speed reading score.

The writer used some steps in order to obtain the data as follows:

1. The researcher choosed the place of the study.
2. The researcher asked permission to carry out the study.
3. The researcher gave the students a questionnaire of reading interest.
4. The researcher gave the speed reading test in certain time.
5. The researcher checked the student answers and score the answers.
6. Then the researcher analyzed the data.
7. The researcher interpreted the analysis result.

Questionnaire are some questions about the students' reading interest as variable X, and speed reading test to measure students' speed reading as variable Y.

#### **E. Data Analysis Procedure**

1. Tabulate the data into the distribution of frequency of score table, then find out the mean of students' score and standard deviation of variable X1, X2 and Y by using the formula below:

Mean of students' score (Ary, D. 2010, p. 108):



$$M = \frac{\sum Y}{N}$$

Where:

M = mean

$\sum Y$  = the sum of scores

N = number of students

Standard Deviation

$$x = X - \bar{X}$$

Where:

$x$  = deviation score

$X$  = raw score

$\bar{X}$  = mean

2. Calculate the data by using Pearson Correlation Product Moment. The formula can be seen below:

$$R_{x1.x2.y} = \sqrt{\frac{r^2_{x1.y} + r^2_{x2.y} - 2(r_{x1.y})(r_{x1.x2})}{1 - r^2_{x1.x2}}}$$

Where:

$R_{x1x2y}$  : The multiple correlation coefficient

$r_{x1y}$  : The correlation coefficient between variable and y

$r_{x2y}$  : The correlation coefficient between variable x2 and y

$r_{x1x2}$  : The correlation coefficient between variable x1 and x2

3. Interpret the data.
4. Make a discussion and conclude the result of the data analysis.

**Table 3.8 The Level of Correlation  
Table**

Product moment (r)	Interpretation
0.8 – 1.0	Very strong correlation
0.6 – 0.8	Strong correlation
0.4 – 0.6	Moderate correlation
0.2 – 0.4	Weak correlation
0.0 – 0.2	Very weak correlation

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the data that have been collected. The data is the result of reading interest questionnaire, Speed reading test, the research findings, and discussion.

#### A. Data Presentation

##### 1. Reading Interest Questionnaire

As described previously, the writer held the research in class B of Third semester at English Education Department of Faculty of Tarbiyah IAIN Palangka Raya. The class consist of 32 students that was analyzed their score in order to know whether there is any correlation between students' reading interest and reading speed. The result of reading interest is shown below in table 4.1:

**Table 4.1**  
**The Result of Reading Interest**

No.	Code	Reading Interest (X)	X <sup>2</sup>
1	S-1	60,2	3624,04
2	S-2	69,57	4839,98
3	S-3	60,7	3684,49
4	S-4	62,07	3852,68
5	S-5	54,29	2947,40
6	S-6	64,13	4112,66
7	S-7	60,23	3627,65
8	S-8	52,59	2765,71
9	S-9	69,63	4848,34
10	S-10	69,63	4848,34
11	S-11	63,04	3974,04
12	S-12	59,93	3591,60

13	S-13	67,99	4622,64
14	S-14	65,53	4294,18
15	S-15	66,94	4480,96
16	S-16	60,93	3712,46
17	S-17	55,6	3091,36
18	S-18	60,93	3712,46
19	S-19	72,07	5194,08
20	S-20	73,13	5348,00
21	S-21	68,63	4710,08
22	S-22	64,13	4112,66
23	S-23	64,13	4112,66
24	S-24	51,59	2661,53
25	S-25	62,29	3880,04
26	S-26	58,54	3426,93
27	S-27	62,79	3942,58
28	S-28	57,54	3310,85
29	S-29	64,43	4151,22
30	S-30	62,09	3855,17
31	S-31	68,63	4710,08
32	S-32	62,13	3860,14
<b>Total</b>		<b>2016,05</b>	<b>127907,04</b>
<b>Lowest Score</b>		<b>51,59</b>	
<b>Highest Score</b>		<b>73,13</b>	
<b>Mean</b>		<b>63,00</b>	
<b>Standard Deviation</b>		<b>5,37</b>	

The descriptive analysis was shown above in table 4.1. The highest score was 73,13 while the lowest score was 51,59. The mean of reading interest score was 63,00 and the standard deviation was 5,37. Then it was revealed from the questionnaire from the three level of reading interest were all perceived by students with different number. The details were as follow:

**Table 4.2****Distribution of Students Reading Interest**

Category	Score Interval	Frequency	Percentage
High	76-100	0	0%
Moderate	60-75	26	81,25%
Low	40-59	6	18,75%

The result showed that there was 0 (0%) student that indicated to has *high* interest, then there were 26 students (81,25%) who were indicated to have *moderate* interest and There were 6 students (18,75%) students who were indicated to have *low* interest. It was conclude that “moderate” interest was the most perceived type of reading interest.

## 2. Speed Reading Test

Asian and Pacific Speed Readings for ESL Learners by Quinn and Millett was used to measure student’s reading speed. The title of text is James Brooke. It consists of 550 words and the reading comprehension test consists of 10 multiple choice items. The resul of speed reading shown below in table 4.3:

**Table 4.3****The result of reading speed**

No.	Code	Speed Reading (Y)	Y <sup>2</sup>
1	S-1	173,68	30166,20
2	S-2	200	40000,00
3	S-3	169,23	28639,05
4	S-4	111,86	12513,65

5	S-5	191,86	36810,44
6	S-6	132,00	17424,00
7	S-7	100	10000,00
8	S-8	163,37	26688,56
9	S-9	162,56	26426,27
10	S-10	143,48	20586,01
11	S-11	141,03	19888,23
12	S-12	130,43	17013,23
13	S-13	186,44	34760,13
14	S-14	115,79	13407,20
15	S-15	183,33	33611,11
16	S-16	127,91	16360,19
17	S-17	110,37	12181,07
18	S-18	94,29	8889,80
19	S-19	114,58	13129,34
20	S-20	83,12	6909,50
21	S-21	126,92	16109,47
22	S-22	120,88	14611,76
23	S-23	114,19	13038,64
24	S-24	84,40	7123,19
25	S-25	119,57	14295,84
26	S-26	106,45	11331,95
27	S-27	107,49	11554,50
28	S-28	105,77	11187,13
29	S-29	114,19	13038,64
30	S-30	112,63	12685,06
31	S-31	117,86	13890,31
32	S-32	87,77	7702,86
<b>Total</b>		<b>4153,44</b>	<b>571973,33</b>
<b>Lowest Score</b>		<b>87,77</b>	
<b>Highest Score</b>		<b>200,00</b>	
<b>Mean</b>		<b>129,80</b>	
<b>Standard Deviation</b>		<b>32,57</b>	

The descriptive statistical analysis of speed reading was shown above in table 4.5. The maximum score was 200 and the minimum score was 87.77.

The mean of speed reading was 129,80 and standard deviation was 32,57. The distribution of students' speed reading category presented in table 4.4 below:

**Table 4.4**

**The distribution of students' speed reading**

Score Interval	Frequency	Category	Percentage
10 – 200	31	Poor	96,875%
200 – 250	1	Average	3,125%
250 – 800	0	Fast	0%
800 – 1000	0	Top 1 in 100	0%
1000+	0	Top 1 in 1000	0%

Based on the data above, it can be explained that there were 31 students (96,875%) that have poor category, 1 student (3,125%) has average category, 0 student (0%) has fast category, 0 students (0%) has top 1 in 100 category, and 0 students (0%) has top 1 in 1000 category. It can be conclude that “poor” was the most frequent level of students' speed reading.

### **3. Normality Test**

#### **a. Normality Test of Reading Interest**

One-sample Kolmogorov-Smirnov test was used to see the normality of the instruments. The result of reading interest normality shown in table 4.5 below:

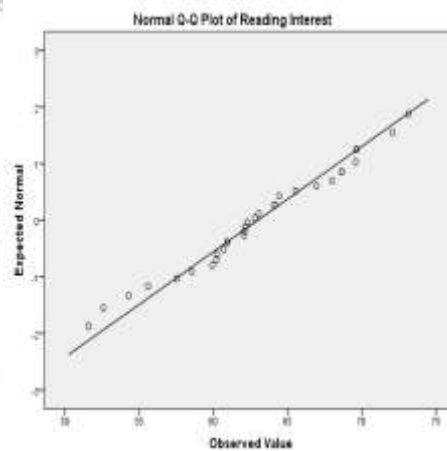


**Table 4.5**  
**Normality Test of Reading Interest**

One-Sample Kolmogorov-Smirnov Test		
		Reading Interest
N		32
Normal Parameters <sup>a,b</sup>	Mean	63,0016
	Std. Deviation	5,36637
	Absolute	,096
Most Extreme Differences	Positive	,083
	Negative	-,096
Kolmogorov-Smirnov Z		,543
Asymp. Sig. (2-tailed)		,929

a. Test distribution is Normal.

b. Calculated from data.



**Figure 4.1**  
**The normal Q-Q Plot of Reading Interest**  
Based on the calculation of SPSS program, the asymptotic significance normality of reading interest was 0,929. Then, the normality was consulted with the table of Kolmogororov-Smrinov with

the level significance 5% ( $\alpha = 0.05$ ). Because the asymptotic significance of reading interest  $0,929 > \alpha = 0.05$ , then it could be concluded that the data has normal distribution. Also, from Q-Q plot shown that almost all of the data points of reading interest spread around the straight line which mean the data has normal distribution.

b. Normality Test of Speed Reading

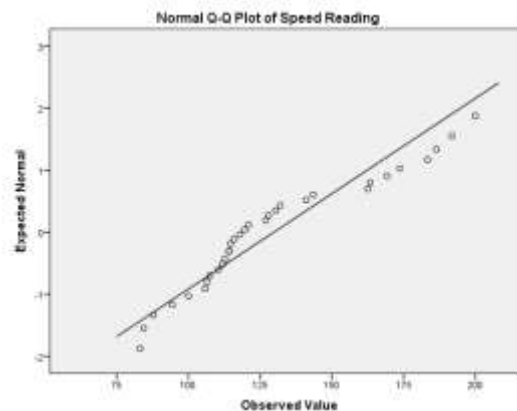
**Table 4.6**

**Normality Test of Speed Reading**

One-Sample Kolmogorov-Smirnov Test		
		Speed Reading
N		32
Normal Parameters <sup>a,b</sup>	Mean	129,7953
	Std. Deviation	32,56560
	Absolute	,170
Most Extreme Differences	Positive	,170
	Negative	-,093
Kolmogorov-Smirnov Z		,964
Asymp. Sig. (2-tailed)		,311

a. Test distribution is Normal.

b. Calculated from data.



**Figure 4.2**  
The normal Q-Q Plot of Speed Reading

Based on the calculation using Spss Program, the asymptotic significance normality of speed reading was 0,311. Then, the normality was cosulted with table Kolmogorov-Smirnov. The asymptotic significance of speed reading test  $0,311 > \alpha = 0.05$ . So, it could be concluded that the data has normal distribution and also from Q-Q plot shown the data has normal distribution.

#### **4. Linearity Test of Reading Interest and Speed Reading**

**Table 4.7**

**Linearity Test of reading Interest and Speed Reading**

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Speed	(Combined)		31925,984	26	1227,922	6,462	,023
Readin g *	Between Groups	Linearity	300,780	1	300,780	1,583	,264
Readin g		Deviation from Linearity	31625,204	25	1265,008	6,657	,22
Interest	Within Groups		950,086	5	190,017		
	Total		32876,070	31			

From the table 4.7 above the linearity test was obtained. If the deviation from Linearity Sig. Higher than 0.05 then the two variables are linear. The result showed that, the deviation from linearity between reading interest and speed reading was 0.22. It could be concluded that  $0.22 > 0.05$ . So, the linearity of reading interest and speed reading is positive.

**Table 4.8**

**Verification the accuracy of using linear model**

**Model Summary and Parameter Estimates**

Dependent Variable: Speed Reading

Equation	Model Summary					Parameter Estimates			
	R Square	F	df1	df2	Sig.	Constant	b1	b2	b3
Linear	,009	,277	1	30	,603	93,226	,580		
Logarithmic	,009	,260	1	30	,614	-14,678	34,901		
Inverse	,008	,239	1	30	,629	162,675	-2056,535		
Quadratic	,011	,157	2	29	,855	233,859	-3,949	,036	
Cubic	,010	,149	2	29	,862	169,566	-1,265	,000	,000
Compound	,011	,325	1	30	,573	93,948	1,005		

The independent variable is Reading Interest.

Based on the table 4.8. The best model for non linearity test was Quadratic. Because R-Square was higher than other models (R-Square = 0,11/ 11% more effective)

**Table 4.9****Non Linearity Test of Reading Interest and Speed Reading****ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.
Regression	352,317	2	176,159	,157	,855
Residual	32523,753	29	1121,509		
Total	32876,070	31			

The independent variable is Reading Interest.

From the table 4. 8 above the non linearity test was obtained. The result showed that, the Sig. from non linearity between reading interest and speed reading was 0.855. It could be concluded that  $0.855 > 0.05$ . So, the non linearity of reading interest and speed reading is positive.

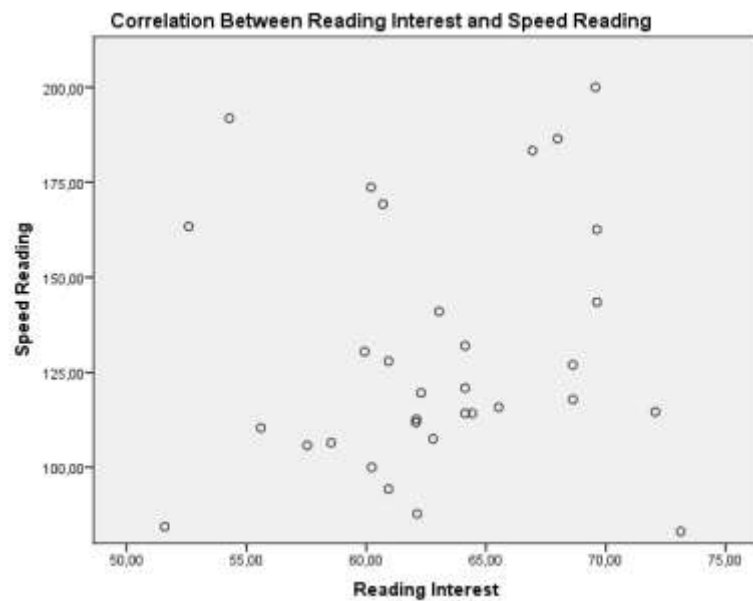
## B. Research Findings

This Section answered the research problem *Is there any significant correlation between students' reading interest and reading speed?* By analyzing the result of reading interest and speed reading. The result can be seen below:

**Table 4.10**

### **Correlation between Reading Interest and Speed Reading**

Correlations			
		Reading Interest	Speed Reading
Reading Interest	Pearson Correlation	1	,096
	Sig. (2-tailed)		,603
	N	32	32
Speed Reading	Pearson Correlation	,096	1
	Sig. (2-tailed)	,603	
	N	32	32



**Figure 4.3**

**Scatterplot Correlation between Reading Interest and Speed Reading**

The Calculation was used SPSS 20. It shown that from table 4.9 on Person Product Moment Correlation coefficient was 0,096 for significant level 0,01. To prove the value of “r” based on the calculation degree of freedom was known that  $df = N - nr$ ,  $N = 32$ ,  $nr = 2$  ( $32 - 2 = 30$ ). It could be presented  $r\text{-table} = 0,3496$ , then  $0,096 < 0,3496$ , it also shown that the sig. (2-tailed) was  $0,603 > 0,05$ . Which mean that there is a negative correlation between reading interest and speed reading. It can be conclude that the null Hypothesis ( $H_0$ ) was accepted and alternative hypothesis ( $H_a$ ) was rejected.



### C. Discussion

Based on the calculation of linearity used Kolmogorov-smirnov, the result showed that the variables have no a linear association. Then, it can be concluded that the study can not be analyzed using parametric statistic with multiple correlation.

Based on the calculation result using SPSS 20. It was shown that there was negative correlation between student's reading interest and speed reading, in which *r-observe* was smaller than *r-table* ( $0,096 < 0,3496$ ). The result of this study was different from previous study by Munarsih (2015). In her study the result showed that there was a correlation between students reading interest and their reading speed. Related with this study, another research from Ika Rosika (2008) shown that there is no correlation between reading interest and speed reading. The related result of this study with Ika Rosika because the study was taken in an university. The researcher recommended that the future similar study to use Senior High school or below as Sample of study and make simple the text for the speed reading test as their level.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consist of conclusion and suggestion of the study. The researcher explained about the conclusion of study and some suggestion

#### A. Conclusion

Based on the calculation using SPSS 20 Program the result showed:

- There was a negative correlation between students' reading interest and speed reading of third semester students in english major at IAIN Palangka Raya in academic 2019/2020. Because,  $r_{observe}$  was smaller than  $r_{table}$  ( $0,096 < 0,3496$ ).
- The result of manual calculation and SPSS program showed equal ( $0,096$ ). It means that there is no mistake calculation on process.

#### B. Suggestion

Based on result of the study, the researcher gave some suggestions for the students, teachers/lectures and future researche as follow:

##### 1. For the students

It is really important to enhance their reading interest and reading speed in order to make their reading comprehension better

and efficient time. To enhance reading reading interest and speed reading the students need to find a strategy and become habit which will motivate them to improve their ability every time.

2. For the teachers/lectures

The teacher or lecturer Should be a motivator for the students, and also the teacher or lecturer should know the students need to enhance their reading interest. So, the teacher or lecturer needs to find suitable strategies for their students to learn reading interest and speed reading to improve reading comprehension.

3. For the other or next researchers

For the next researchers, it is very important to investigate another aspect in language learning, it can be strategies to enhance reading interest or to improve speed reading and also this study can be a reference for the future study.

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